



DEPARTMENT OF HUMAN SERVICES
Division of Developmental Disabilities

Cultivating Children's Supports

**DEPARTMENT OF HUMAN SERVICES,
DIVISION OF DEVELOPMENTAL DISABILITIES**

ALL DATA CONTAINED IN THIS DOCUMENT WAS ANALYZED IN DECEMBER 2017 AND JANUARY 2018



Family Support

Family Support Statewide

406 children

Age Range	Numbers of Participants
0-5 Years	122
6-16 Years	233
16-21 Years	51

Family Support 360

891 children

Age Range	Percentage of Participants	Numbers of Participants
0-3 Years	4.5%	53
4-15 Years	50.5%	592
16-17 Years	9.5%	111
18-20	11.5%	135

Family Support

Family Support Statewide

Statewide is general funded, supports children on Statewide. Statewide provides some limited funding

- Incontinence Supplies
- Medication Copays
- Nutritional Supplements
- Adaptive Equipment
- Vehicle and House Modifications
- Recreation Activities, etc.

Family Support 360

32 programs throughout the state

Each county has coverage

Enhanced supports than statewide

Medicaid 1915(c) waiver (one of four in SD)



March 13, 2018

Respite Care



► What is Respite Care?

Respite Care gives families a break from caring for a child or adult with disabilities. Providers, chosen by the family, care for children or adults with special needs while families take a class, go to a movie or go on a vacation. Families can do anything they enjoy during respite sessions. These breaks allow families time to tend to the needs of their other family members, spouses and themselves.

► Who is eligible?

Any family having a child or adult with:

- a developmental disability,
 - developmental delay (birth to age 3),
 - serious emotional disturbance,
 - severe and persistent mental illness,
 - chronic medical condition (children),
 - a traumatic brain injury, or
 - a child they have adopted,
- may be considered for Respite Care.

The child or adult must be living in a family member's home. The family provides information indicating diagnosis and source of the diagnosis, or adoption status, to determine eligibility.

Each application will be reviewed by the Respite Care Program staff. Respite Care is available to qualifying families regardless of income.

► How does it work?

For an eligible child or adult, a family may receive up to \$575 of Respite

Care services, with \$200 for each additional eligible family member, up to a maximum of \$975 per family, per year (June 1–May 31). The family selects a provider and uses the Request For Payment form to purchase Respite Care services. The provider receives reimbursement by submitting the Request For Payment form to the Department of Human Services Respite Care Program.

► How do I apply?

Complete the attached application and return to the Respite Care Program. When the application is approved, you will receive a verification number, Request For Payment forms and additional information about the Respite Care Program.



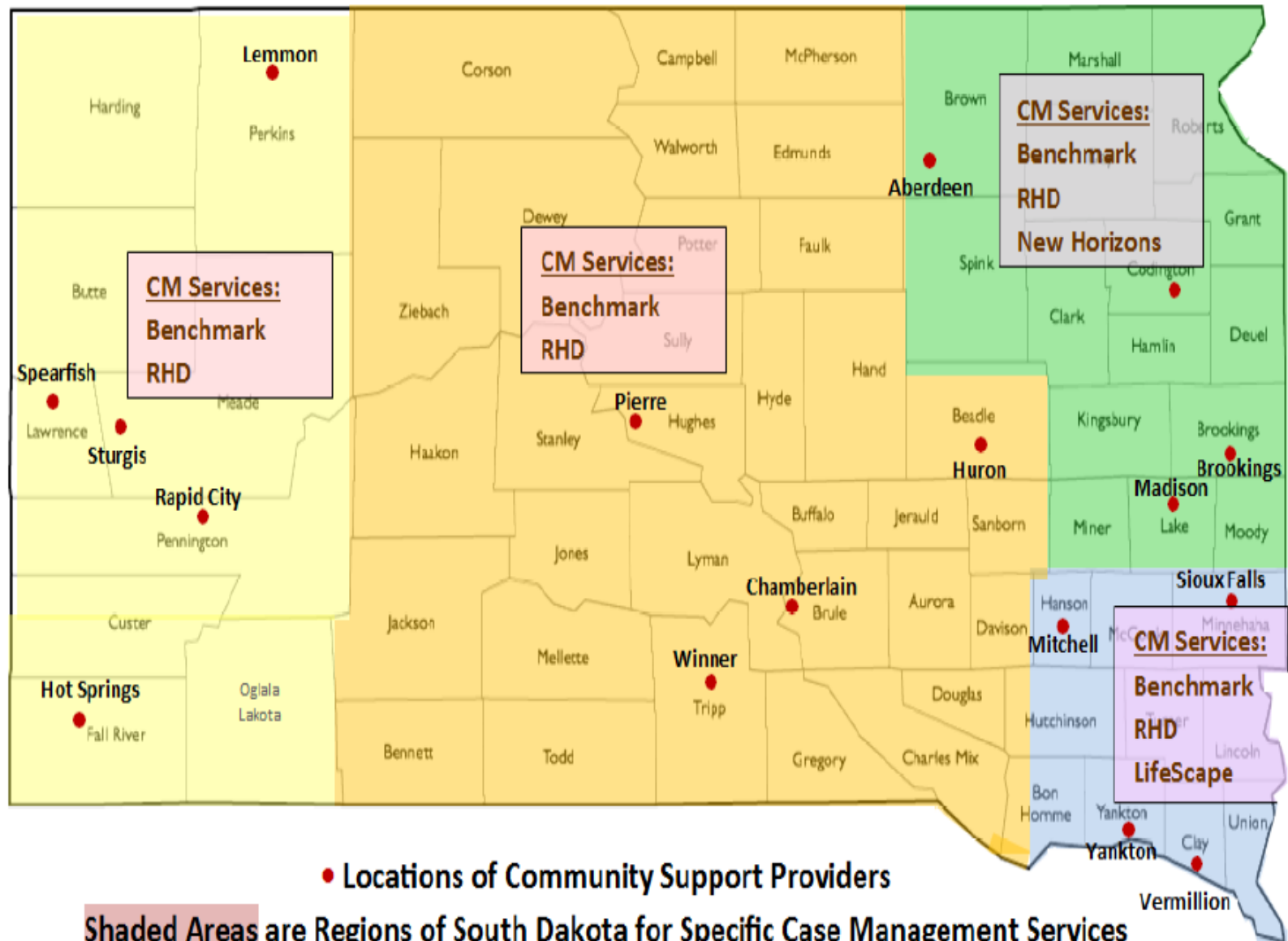
Learn more

Tel: (800) 265-9684

Web: dhs.sd.gov/dd/respite

March 13, 2016

Map of Support Providers



Conflict Free Case Management



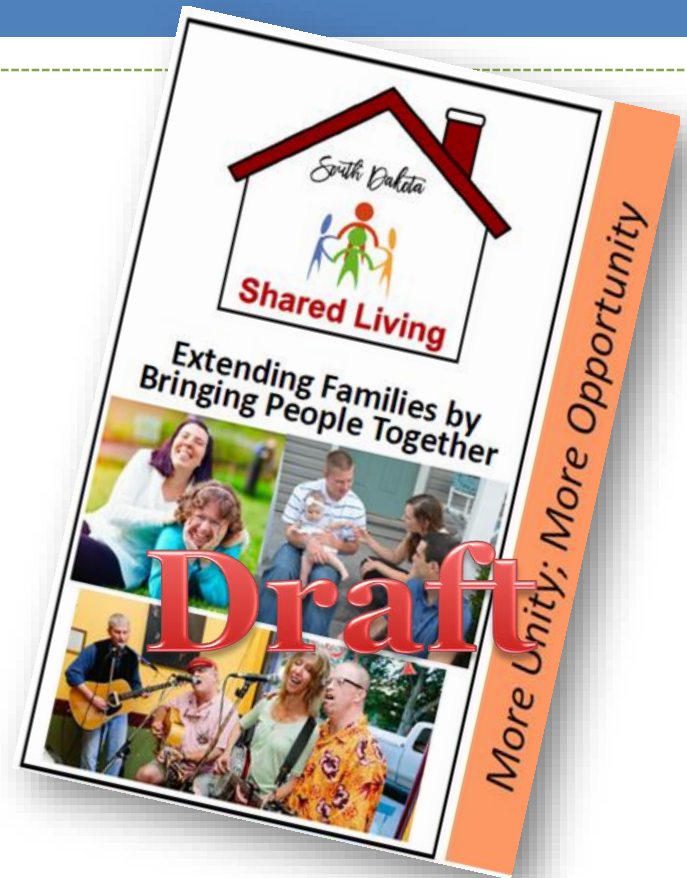
Each participant receiving supports from a CSP is required to have a Conflict Free Case Manager. Conflict Case Management is not in place at the ICF level of care at this time.

CFCM Providers:

- **Benchmark Human Services (statewide)**
- **LifeScape (southeast region)**
- **New Horizons (northeast region)**
- **Resources for Human Development (statewide)**

Shared Living

**New line of service
Community Support Provider**
3 participants currently in
Transitional group home but
two soon to move to shared living
homes in the community



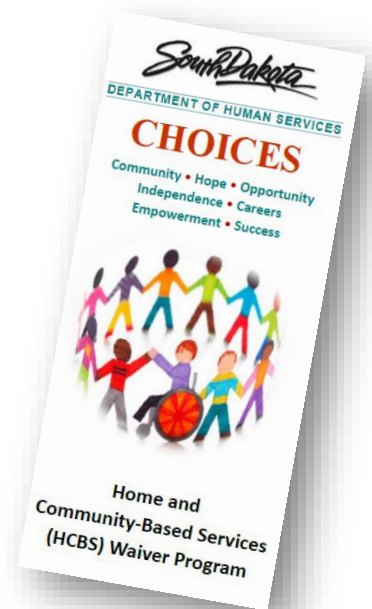
Community Support Providers



20 CSPs in South Dakota

Three main supporters of children:

- Black Hills Special Services Co-Op (Sturgis)
- Southeastern Directions for Life (Sioux Falls)
- Volunteers of America- West Oak (Sioux falls)
 - These providers have school settings
 - Ten other CSPs currently support children on CHOICES, CTS, or other funding



Community Support Providers Data

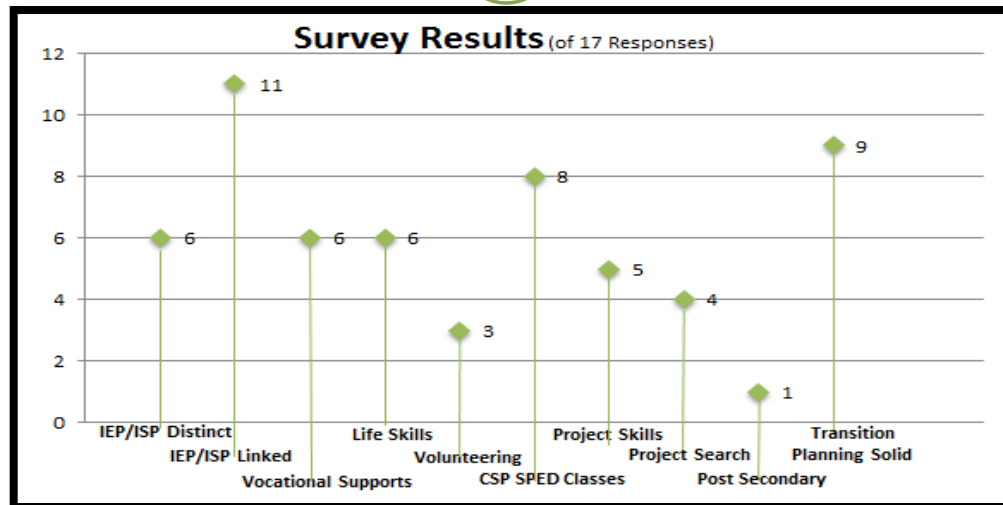


HCBS Choices

- 90 children receiving HCBS CHOICES through CSPs
- 65 children at those top three aforementioned CSPs

Providers	Numbers of Participants
ADVANCE- Brookings, SD	5
Aspire, Inc.- Aberdeen, SD	1
Black Hills Special Services Cooperative	36
Black Hills Works, Rapid City, SD	1
Dakota Milestones- Chamberlain, SD	3
Huron Area Center for Independence, Huron, SD	1
LifeQuest- Mitchell, SD	2
New Horizons- Watertown, SD	5
SESDAC- Vermillion, SD	3
LifeScape- Sioux Falls, SD	3
Southeastern Directions for Life	18
Valiant Living- Madison, SD	1
Volunteers of America- West Oak	11

Community Support Providers Data



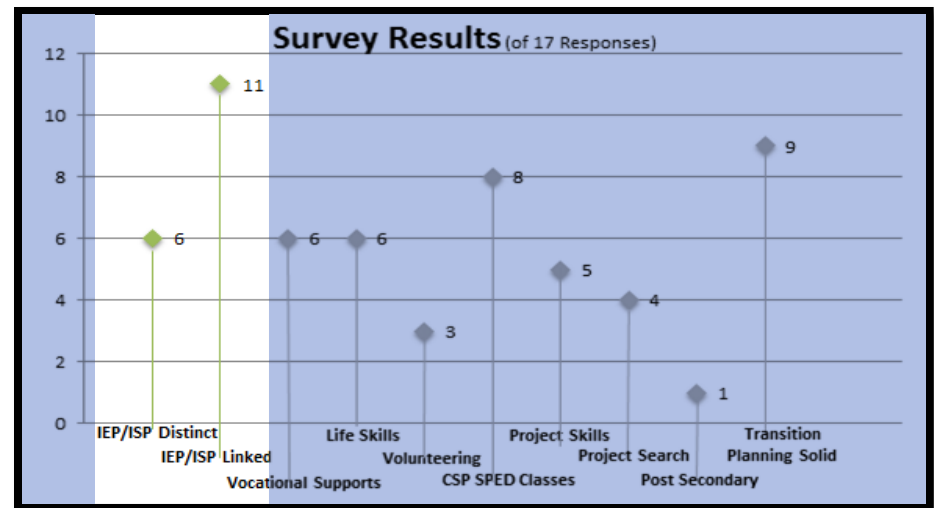
Information on children supported outside of the three main providers was sought. A survey was sent to CFCM's for the twenty-five children supported at other providers. A 68% response rate has been received by the due date but efforts are being made to receive the remaining responses as they are tied to each individual.

Community Support Providers Data

Individualized Support Plan & Individual Education Program

- A crosswalk is in the process of being developed between Dept. of Education and DDD.

More information will be shared when information is available related to any trainings or sharing of the guide.



Community Support Providers Data

Individualized Support Plan & Individual Education Program

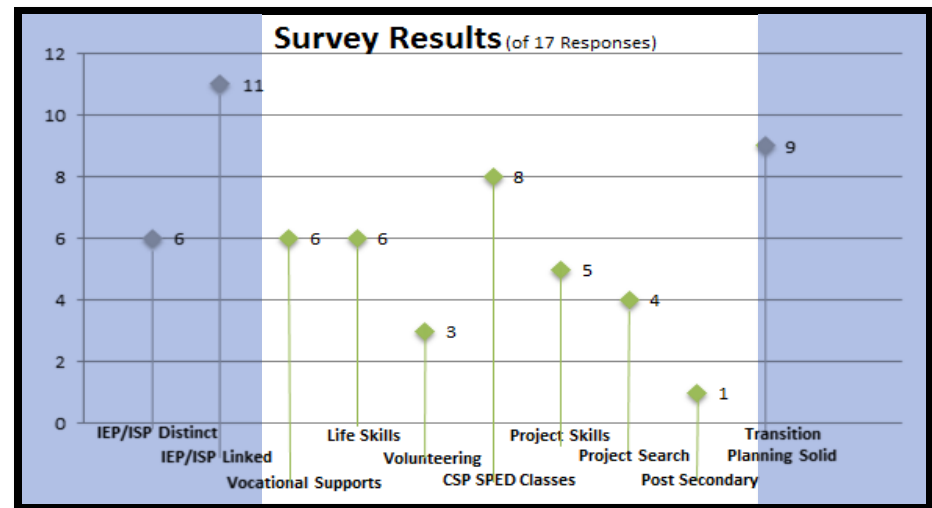
Case Manager, Community Support Provider and School District Responsibilities

Responsibilities	Case Manager	Community Support Provider	School District
Point of Entry Point of entry responsibilities <i>differ</i> when a participant transitions from an institutional setting (SDDC, nursing homes, HSC, etc.) Please refer to the SDDC manual for further instruction.	<ul style="list-style-type: none"> Receive Referral Submit Funding Request to DDD Complete and submit DSS 240 or 265-e form to DSS Benefits Specialist Collect and submit LOC information to DDD CM is responsible to get to know the person, identify and coordinate services and supports as needed, CM identifies and writes the supports needed in the first 30 days at CSP until the CSP is held As the participant is licensed as a participant, CM is responsible to coordinate services as needed Administer ICAP and share a copy with the CSP Complete initial social history Identify team within 15 days 	<ul style="list-style-type: none"> Review participant applications for direct services as received from CM Referral to CM organization in the event an applicant approaches a CSP first. CSP may provide a packet of information regarding CSP supports available as well as Case Management providers in the region Follow internal CSP process for new admissions (tours, staff meetings, etc.) 	<ul style="list-style-type: none"> IEP team identifies which services may benefit the student. Invite a Resource Coordinator, Community Support Provider, or Family Support staff to learn about services and programs to the IEP meeting. Identify Community Support Provider to provide services for a student. Communicate with the CSP or Case Manager to determine steps necessary to secure services for the student (contractual between district and CSP or DDD waiver eligible) Coordinate with Case Manager to share information to the IEP team
Rights	<ul style="list-style-type: none"> Written Notice of the participant's rights shall be provided to the participant in an accessible format. If the Participant is a minor the information shall also be provided to their guardian or their advocate upon participant/guardian 	<ul style="list-style-type: none"> Written Notice of the participant's rights shall be provided to the participant in an accessible format. If the Participant is a minor the information shall also be provided 	A copy of Special Education Parental Rights must be given to parents at the following times: <ul style="list-style-type: none"> Once every school year; Upon initial referral or request for an evaluation; Upon request;

Community Support Providers Data

Daytime Activities

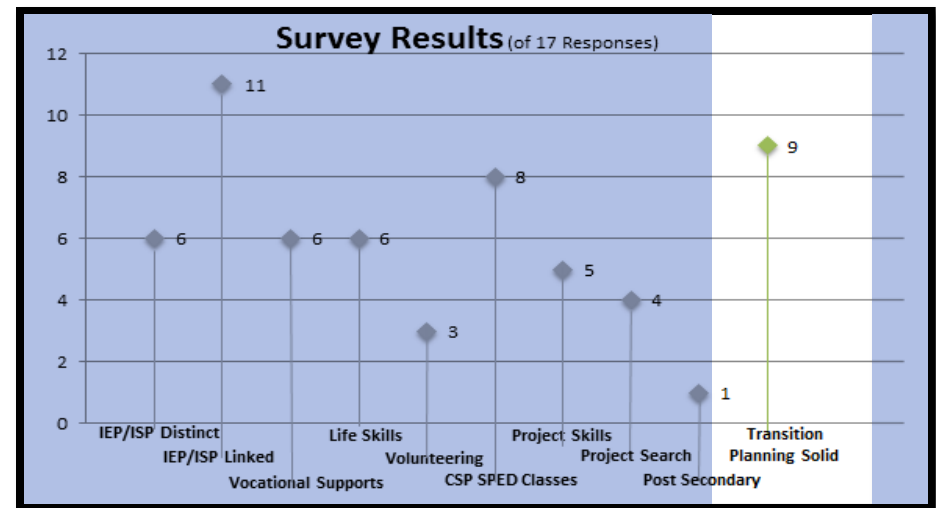
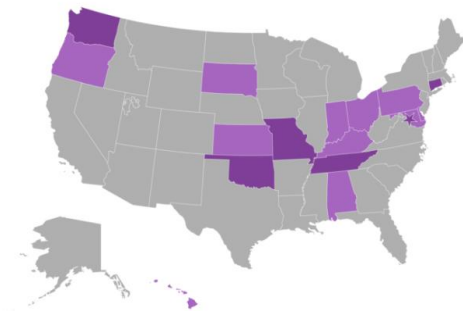
- We wanted to learn how children are spending their days
- A variety of activities and supports were identified



Community Support Providers Data

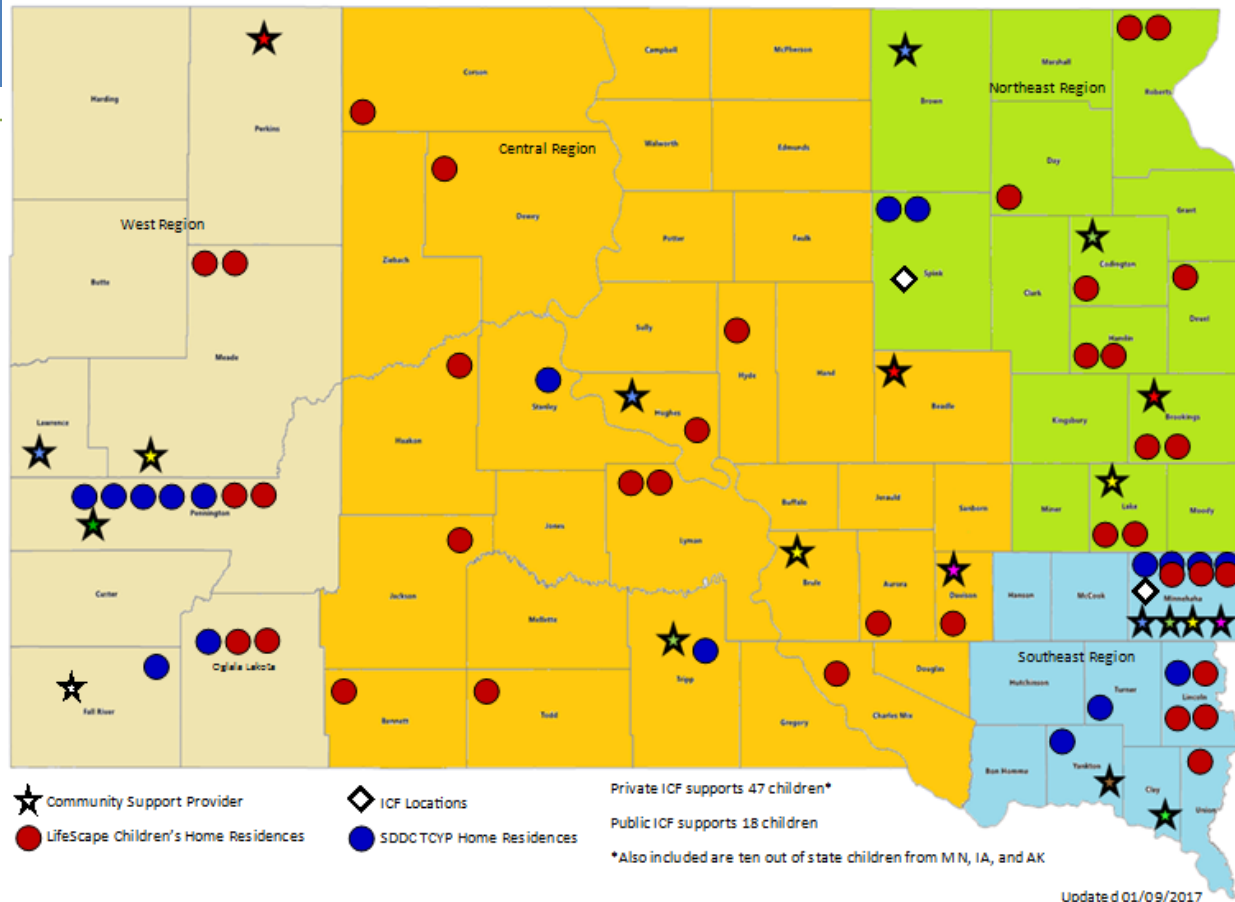
Transition Planning

- Integral component of support planning
- Just over half of the CFCMs expressed that children had a solid transition plan shifting to adult supports



ICF Map

South Dakota ICF Children and Home Counties



Private Intermediate Care Facility



LifeScape Children's Care

- Offers residential and specialty school services
- This setting must provide active treatment and within 180 days of entry to the ICF, a transition plan to return to a least restrictive setting must occur.

Exclusionary factors which the provider has include:

- Sexual aggression
- Chemical use/abuse
- Psychotic disorders/hallucinations/delusions
- Pervasive suicidal/homicidal ideation
- Fire setting

DDD is currently observing LifeScape's Admissions Process

Private Intermediate Care Facility Data

LifeScape Children's Care

Age Ranges	Numbers of Participants
0-5 Years	2
6-17 Years	44
18-21 Years	14

The diagnoses of these children include Autism, ADHD, Blindness, Cerebral Palsy, Down Syndrome, Epilepsy and other seizure disorders, various levels of Intellectual ID/DD, Quadriplegia, and Traumatic Brain Injury.

Lengths of Stay	Numbers of Participants
7 Years	16
6 Years	5
5 Years	3
4 Years	8
3 Years	5
2 Years	9
1 Year	3
< 1 Year	11

The average length of stay for currently enrolled participants is 3.75 years.

LifeScape Specialty Hospital and School



SPECIALTY SCHOOL SETTING

Day-only or residential students attend.

SPECIALTY HOSPITAL SETTING

Typically short-term.

*DDD is not involved until children are
nearing transition time.*

Aurora Plains Academy



Intends to develop a Private ICF Setting on the APA campus

- Six male openings
- Have chosen a focus on mid to late teen age
- Focusing on six participants with intensive behavior support needs
- Will attend the APA school setting on campus
- APA shares that while their setting may look correctional, they are thoroughly therapeutic
- Working with DDD, DOH, and SDDC on environmental and programmatic components
- Have shared plans to develop CHOICES supports near Sioux Falls for transitional supports in the future, though initially planned concurrently
- Anticipating fall opening

AURORA PLAINS ACADEMY

South Dakota Developmental Center



Public Intermediate Care Facility (ICF) Turtle Creek Youth Program DDD Participates in SDDC Review Team

SDDC Review Team Items:

1. Is further information required?
2. Should alternative placement be pursued?
3. Does ICF have required supports available?
4. Is the person eligible for ICF/IID level of services?
5. Is the person in need of ICF/IID services at this time?
6. Would the person benefit from active treatment?

South Dakota Developmental Center Data



Public Intermediate Care Facility (ICF) Turtle Creek Youth Program How to Apply

The average length of stay for these children is 2.71 years. The barriers to discharge to a least restrictive setting include aggression, competency assessment, destruction, physical restraint, sexual issues, and time out.

Age Ranges	Numbers of Participants
0-5 Years	0
6-17 Years	5
18-21 Years	13

South Dakota Human Services Center



Adolescent Psychiatric Program

- Birch 2- supports patients 12-17, can support 15 children
- Oak 1- supports patients 12-17, can support 20 children
- Oak 2- supports patients 12-17, can support 12 children

Collaborate closely with HSC reps within DSS.

State Review Team



DDD holds a seat on the State Review Team.

- Meets weekly as a recommendation/approval platform for children in need of supports from IRT/PRTF/ICF settings
- Most referrals are made from CPS, DOC, or HSC

Children in South Dakota



Actively seeking data on children with ID/DD diagnoses in:

- **Specialty Hospital or Skilled Nursing settings longer than 6 months**
- **Juvenile Detention Centers**
- **Tribal School Settings**

DDD collaborates closely with Child Protection Services within DSS.

Department of Education



DDD has had a series of meetings with DOE

- **Information Sharing**

- Appeal or Dispute Resolution for families/guardians/children
- Graduation process and timelines

- **Real-Time Scenarios**

- **Developed a Guide**

- In draft form
- Helps identify what information is needed to determine if a school district is responsible for the tuition and/or match
- Flow chart on the document is in place to identify which school district is responsible
- Document is at DOE and regulatory authority is being added to the document before it's finalized

DDD Office of Community Living



BUILDING CAPACITY
SAMANTHA HYNES

CHILDREN'S SUPPORTS MANAGER
ASHLEY SCHLICHENMAYER-OKROI

CRISIS SUPPORTS
MEGAN NEWLING



March 13, 2018

Resource Coordination

Hope to enhance tracking of intakes through Resource Coordinators.

Western Area – Rapid City Office

2330 N. Maple Ave
Suite 2
Rapid City, SD 57701

Dona Deal
Resource Coordinator/
Program Specialist I

Phone: 605-394-2302
Toll Free: 888-895-4502
Fax: 605-394-1659
Email: Dona.Deal@state.sd.us

Community Support Providers

Black Hills Special Services Cooperative,
Sturgis, SD
Northern Hills Training Center,
Spearfish, SD
Black Hills Works, Rapid City, SD
LIVE, Lemmon, SD

Central Area – Pierre Office

Hillsview Properties Plaza
East Highway 34, c/o 500 East Capitol
Pierre, SD 57501-5070

Chelsea Lolley
Resource Coordinator/
Program Specialist I

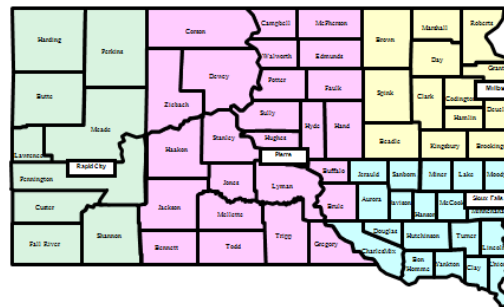
Phone: 605-773-3438
Toll Free: 800-265-9684
Fax: 605-773-7562
Email: Chelsea.Lolley@state.sd.us

Community Support Providers

OAHE, Pierre, SD
Dakota Milestones, Chamberlain, SD
Community Connections, Winner, SD



Division of Developmental Disabilities Statewide Resource Coordination



Western Area



Northeast Area



Central Area



Southeast Area

Northeast Area – Brookings Office

601 4th Street
Suite 112
Brookings, SD 57006

Teri Bukowski
Resource Coordinator/
Program Specialist I

Phone: 605-688-5103
Toll Free: 877-647-0024
Fax: 605-688-5104
Email: Teri.Bukowski@state.sd.us

Community Support Providers

ASPIRE, Aberdeen, SD
ADVANCE, Brookings, SD
New Horizons, Watertown, SD
Center for Independence, Huron, SD

Southeast Area - Sioux Falls Office

811 E. 10th Street,
Dept 23
Sioux Falls, SD 57103-1650

Julie Johnson Dresbach
Resource Coordinator/
Program Specialist I

Phone: 605-367-5250
Toll Free: 888-510-9388
Fax: 605-367-5327
Email: Julie.Johnson@state.sd.us

Community Support Providers

LifeScape, Sioux Falls, SD
VOA-Dakotas, Sioux Falls, SD
DakotAbilities, Sioux Falls, SD
SE Directions for Life, Sioux Falls, SD
SESDAC, Vermillion, SD
Ability Building Services, Yankton, SD
ECCO, Madison, SD
LifeQuest, Mitchell, SD

March 13, 2018

Community of Practice

SOUTH DAKOTA COMMUNITY OF PRACTICE FOR SUPPORTING FAMILIES



**LIFESPAN
FOLDERS**

ALL PEOPLE



ALL people are considered in our vision, values, policies and practices for supporting people with intellectual and developmental disabilities.

In the past, conversations about supporting people with disabilities and their families mainly revolved around those who are known to the disability service system. We know that number is very small in relation to the actual number of individuals with disabilities in the United States and we want to make sure ALL families have access to and choices about the supports they need.

FAMILY SYSTEM & CYCLES



People exist and have reciprocal roles within a family system, defined by that individual. Roles adjust as the individual members change and age.

In not-so-recent history, people with disabilities were sent off to institutions, separating them from their families and the communities in which they were born, because people were afraid of the stigma of disability. A whole generation of adults with disabilities was thus cut off from having family in their life. Now, our culture is beginning to embrace the idea that people with disabilities have skills, dreams, and feelings like everyone else and belong with their families.

LIFE STAGES & TRAJECTORY



Individuals and families can focus on a specific life stage, with an awareness of how prior, current and future life stages and experiences impact and influence life trajectory. It is important to have a vision for a good, quality life, and have opportunities, experiences and support to move the life trajectory in a positive direction.

What happens to us early in our lives can have a significant impact on our quality of life and well-being in the future. It is important to help people have positive, healthy experiences, adequate support, and ample opportunities to learn and make mistakes so that they can have better outcomes later in life.

LIFE OUTCOMES



Individuals and families plan for present and future life outcomes that take into account all facets of life and have life experiences that build self-determination, social capital, economic sufficiency and community inclusion.

We believe that there is more to supporting people with disabilities than just health and safety, which has been the main focus of services and supports for quite some time. Our conversations need to change to talk about life outcomes – Are they going to have a job? Who will love them? Who is going to be there for them when I can't?

LIFE DOMAINS



People lead whole lives made up of specific, connected, and integrated life domains that are important to a good quality of life.

Our lives as everyday citizens are complex and multi-faceted. What happens in one area of our life (say, in our jobs) affects another (our family or housing situation). It is important to recognize the interconnectedness of everyday life so we can work to make our whole lives as complete and fulfilling as possible.

THREE BUCKETS



Supports address all facets of life and adjust as roles and needs of all family members change.

The three strategies for supporting individuals and their families can be organized into three buckets: 1) discovery and navigation: having the information and tools you need to navigate life; 2) connecting and networking: making connections with peers and resources to help you navigate; and 3) goods and services: the tangible items you buy and use and the public and private organizations in your community that you access for support.

INTEGRATED SUPPORTS



Individuals and families access an array of integrated supports to achieve the envisioned good life, including those that are publicly or privately funded and based on eligibility; community supports that are available to anyone; relationship-based Supports; technology; and that take into account the assets and strengths of the individual and family.

In the past, conversations about supporting people with disabilities and their families mainly revolved around the supports offered by the disability service system. We are trying to help families as well as organizations and policymakers understand that we ALL access a variety of supports to make it through our daily lives.

POLICY & SYSTEMS



Individuals and families are truly involved in policy making so that they influence planning, policy, implementation, evaluation and revision of the practices that affect them. Every program, organization, system and policymaker must always think about a person in the context of family.

Without the input and feedback from the people that access them, the policies and practices that guide and regulate formal systems of support can actually hinder, not help families. This is why it is critical that the self-advocate and family voice is heard.

Children's Supports

Next Steps



- 1. Aurora Plains Academy**
- 2. LifeScape exploring West river expansion for ICF or high intensity CHOICES**
- 3. Information also being shared with Volunteers of America- West Oak**
- 4. Revisions to Private ICF ARSD**
- 5. Community of Practice**
- 6. LTSS partnership to enhance respite with a list of providers**
- 7. Continued Collaboration with national expert and state partners**
- 8. Outreach**

Feedback!



Contact Information



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